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an attempt to make us express our crude notions of things in corrupt, modernized, and very limited Latin?

Teachers, and especially teachers of languages and literatures, need to keep before their own minds as well as the minds of their pupils the fact that the end of school training is not so much to enable the young people to make a living as to live a life. Aristotle's definition of an education is still good, though he lived in ancient Greece. With some of us the memory of great teachers still lingers, and daily we return thanks that our school days came before the era of the over-practical.

CAROLINE SHELDON.

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PROFESSOR GRANDGENT ON THE DIRECT METHOD¹

Although you are doubtless familiar with it, I am sending you a copy of the old Report of the Committee of Twelve. I wrote the part descriptive of methods, and have seen no reason to change my opinions since then. What is now called the Direct Method is a modification of the Phonetic Method: less strict attention is given to pronunciation, and phonetic texts are not always used. In this country I cannot see that the Direct Method itself has gained any ground in the last fifteen years, although the talk about it has had a quickening effect on the eclectic methods generally employed. I am, indeed, inclined to think that the proportion of teachers trying to use the foreign tongue exclusively is smaller now than it was then. In England, on the other hand, and in Germany, the Direct Method, with a strict phonological basis, has been making great headway. In France the Direct Method, without much scientific training in pronunciation, was for some years imposed on all foreign language teachers in the public schools; but a couple of years ago, in answer to much protest, the rule was considerably modified, so as to allow the use of the vernacular when desirable. It must be remembered that in Europe the *commercial* value of foreign languages is so great as to overshadow all others; whereas in the United States, except for Spanish, it is virtually *nil*. We study French and German here for the same reasons for which we study Latin—or, if we don't, we have no business to study them at all. If they fail to train the judgment, broaden the outlook, and stimulate the aesthetic sense, they deserve

no place in our curriculum. And Latin must forfeit all its claims, the moment it ceases to be a severe discipline.

HARVARD UNIVERSITY.

C. H. GRANDGENT.

PROFESSOR THOMAS ON THE DIRECT METHOD

I really don't know to what extent the so-called Direct Method is used in the teaching of German, and I haven't time to collect statistics for you. To my mind the whole controversy lacks actuality, as the French say.

There are four different aptitudes that must more or less be kept in mind in the teaching of the language: (1) the ability to read and understand, (2) the ability to hear and understand, (3) the ability to write, (4) the ability to talk. The Direct Method zealots think that No. 4 is the most important—in fact the only one that counts. I don't agree with them. I think No. 1 is worth most for the vast majority of those who take up the study.

But, however it may be with this matter of values, you simply can not teach pupils to speak a language—in any proper and reasonable sense of that phrase—by means of instruction given in classes of considerable size. No one would expect to learn piano-playing, or type-writing, or telegraphing, in that way; and yet talking is a technic involving far more practice than any of these. What results from the effort to teach pupils to talk is so lame and useless that it isn't worth while to make that the chief end of the instruction.

COLUMBIA UNIVERSITY.

CALVIN THOMAS.

REVIEWS

Cicero: Ten Orations and Selected Letters. Edited by J. Remsen Bishop, Frederick Alwin King, and Nathan Wilbur Helm. New York: The American Book Company (1912). 594 pages. \$1.25.

As an example of book-making this school edition of Cicero is admirable. The cover is attractive, the binding strong. The type is so large and clear that eye strain is reduced to a minimum. Not only is the text printed in a type that is restful to the eye, but the same exquisite care is given to every mechanical and artistic detail, as, for example, to the paragraphs and the headings, to the maps and the illustrations which are scattered with lavish generosity from cover to cover.

In taking up a new school edition of Cicero, one asks why the editors have ventured to add another to the large number of really excellent editions already available. If we turn to the Preface of this book, we shall find an answer to our query, in a sweeping criticism of all the editorial work along this line, both in this country and abroad, during the last forty years. We read: "The numerous Ameri-

¹This letter and the one by Professor Thomas, printed below, were written in October last, and are published with the consent of the authors. In the issue of December 7 will be published extracts from the Report of the Committee on Modern Languages (Chapter XXVI of The Report of the Commissioner of Education for 1897-1898: published separately by D. C. Heath and Co.), from published writings of Professor Thomas, and from a paper by Professor E. H. Babbitt, Common Sense in Teaching Modern Languages. These all have bearing in many ways on the teaching of the Classics. C. K.